



# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

100 Old Douglas Road, Bisbee, AZ 85603

Bisbee Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

## AZ LEARNS<sup>1</sup>

### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

## School Overview

Principal/Administrator : Mrs. Terri Romo  
Schedule : 07:30 AM to 03:30 PM  
Grades : 7-8  
Web Address : busd.k12.az.us  
Phone Number : (520) 432-5391  
Fax Number : (520) 432-6106  
E-mail : tromo@busd.k12.az.us

## Mission

Lowell Mission Statement

ALL STUDENTS CAN LEARN!

Lowell Vision

\*Students will apply their learning and produce quality work.

\*Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

## No Child Left Behind

### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

## School / Academic Goals

\*A safe and supportive learning environment promotes student achievement.

ü To spend time analyzing our test data. This information was utilized to identify students who were in need of additional assistance from our tutorial classes. We were also able to identify students for enrichment who were exceeding the standards.

ü Improve student performance in Language Arts as measured by performance on Local, State, or National assessments.

ü Improve student performance in Mathematics as measured by performance on Local, State, or National assessments.

ü It is our goal to fully implement the Lowell School Improvement Plan.

## Enrollment

October 1, 2005 School Year Student Enrollment : 126  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 18

## Instructional Programs

- Ü Title 1 Program
- Ü ELL Programs
- Ü On-site Special Education (inclusion)
- Ü Read 180 Program
- Ü Tutorial classes built into the day
- Ü Study hall scheduled during the day

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/4/2005
Last Day of School :	5/23/2006

## Shared Responsibilities

### School

The school, through its organization of resources, programs and staff, will endeavor to provide each student with instruction as needed for mastery of the Arizona Academic Standards; and a channel for communication between parents and school staff.

### Parents

Develop in their child the responsibility to respect the rights and property of others involved in the educational process; to have regular attendance at school; to ensure completion of all instructional assignments. Provide the necessary materials.

## Transportation Policy

All students are eligible for transportation on the district's buses.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 5-1 Football Season	2004
Ü C.A.C. Boys' Basketball Champions	2005
Ü Choir-Excellent Ratings at Festivals	2005
Ü C.A.C. Wrestling Champions	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	65	78546	98	98	97	542	542	543	11	11	15	15	15	18	63	63	52	11	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	38645	100	100	98	537	537	545	22	22	13	13	13	18	59	59	54	6	6	15
Male	33	33	39792	97	97	97	548	548	542	NA	NA	17	18	18	17	67	67	50	15	15	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	36	36	31177	100	100	97	535	535	524	19	19	22	14	14	23	58	58	48	8	8	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	26	26	36450	96	96	97	553	553	563	NA	NA	7	19	19	12	65	65	57	15	15	23
Students with Disabilities	10	10	8093	100	100	82	NA	NA	489	NA	NA	50	NA	NA	24	NA	NA	23	NA	NA	2
Students without Disabilities	55	55	70453	98	98	100	548	548	549	9	9	11	11	11	17	69	69	56	11	11	16
Limited English Proficient Students	13	13	9323	100	100	94	504	504	491	38	38	47	23	23	28	38	38	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	39	39	34694	98	98	96	535	535	524	15	15	23	15	15	23	62	62	48	8	8	7
Non-Economically Disadvantaged	26	26	43852	100	100	99	553	553	559	4	4	10	15	15	13	65	65	56	15	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	65	79045	98	98	98	527	527	512	NA	NA	10	22	22	25	74	74	58	5	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	38860	100	100	98	523	523	519	NA	NA	7	25	25	22	75	75	62	NA	NA	8
Male	33	33	40075	97	97	97	530	530	505	NA	NA	12	18	18	28	73	73	54	9	9	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	36	36	31314	100	100	98	510	510	493	NA	NA	16	33	33	34	64	64	48	3	3	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	26	26	36730	96	96	98	547	547	532	NA	NA	4	8	8	16	85	85	68	8	8	12
Students with Disabilities	10	10	8552	100	100	87	NA	NA	463	NA	NA	35	NA	NA	40	NA	NA	23	NA	NA	1
Students without Disabilities	55	55	70493	98	98	100	534	534	517	NA	NA	7	13	13	24	82	82	62	5	5	8
Limited English Proficient Students	13	13	9355	100	100	95	486	486	456	NA	NA	37	69	69	48	31	31	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	39	39	34922	98	98	96	515	515	493	NA	NA	15	31	31	34	67	67	48	3	3	3
Non-Economically Disadvantaged	26	26	44123	100	100	99	544	544	527	NA	NA	6	8	8	18	85	85	66	8	8	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	65	79657	98	98	99	583	583	566	2	2	3	NA	NA	8	95	95	87	3	3	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	32	39120	100	100	99	589	589	580	3	3	2	NA	NA	4	91	91	92	6	6	2
Male	33	33	40423	97	97	98	578	578	553	NA	NA	5	NA	NA	12	100	100	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	36	36	31642	100	100	99	578	578	552	3	3	5	NA	NA	11	94	94	84	3	3	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	26	26	36929	96	96	99	587	587	579	NA	NA	2	NA	NA	5	96	96	91	4	4	2
Students with Disabilities	10	10	9069	100	100	92	NA	NA	508	NA	NA	11	NA	NA	30	NA	NA	58	NA	NA	1
Students without Disabilities	55	55	70588	98	98	100	588	588	573	2	2	2	NA	NA	5	95	95	91	4	4	1
Limited English Proficient Students	13	13	9521	100	100	96	557	557	507	8	8	13	NA	NA	24	92	92	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	39	39	35341	98	98	97	573	573	551	3	3	5	NA	NA	12	95	95	83	3	3	0
Non-Economically Disadvantaged	26	26	44316	100	100	100	599	599	578	NA	NA	2	NA	NA	5	96	96	90	4	4	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	78400	100	100	97	538	538	554	25	25	21	23	23	19	52	52	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38686	97	97	98	543	543	554	17	17	20	27	27	20	57	57	49	NA	NA	12
Male	31	31	39636	100	100	96	532	532	554	32	32	23	19	19	18	48	48	46	NA	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	32	32	30732	100	100	97	532	532	534	31	31	31	22	22	24	47	47	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	29	29	37038	100	100	97	544	544	575	17	17	11	24	24	14	59	59	56	NA	NA	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	53	53	70560	100	100	99	546	546	560	15	15	17	25	25	19	60	60	50	NA	NA	14
Limited English Proficient Students	12	12	8956	100	100	95	518	518	502	42	42	56	25	25	25	33	33	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	35	35	33014	100	100	95	528	528	534	31	31	31	26	26	24	43	43	40	NA	NA	5
Non-Economically Disadvantaged	26	26	45386	96	96	99	550	550	569	15	15	15	19	19	15	65	65	52	NA	NA	18

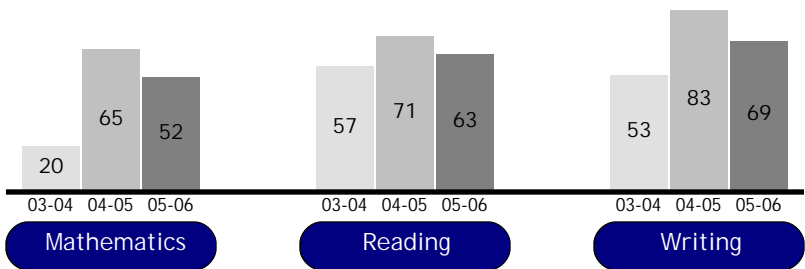
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	79179	98	98	98	515	515	519	13	13	11	23	23	27	63	63	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	30	38974	97	97	99	523	523	524	10	10	8	17	17	25	73	73	61	NA	NA	5
Male	30	30	40124	100	100	97	508	508	513	17	17	13	30	30	28	53	53	54	NA	NA	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	31	31	30987	97	97	98	505	505	498	16	16	17	26	26	36	58	58	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	29	29	37467	100	100	98	526	526	539	10	10	5	21	21	17	69	69	70	NA	NA	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	53	53	70612	100	100	99	524	524	524	8	8	7	21	21	25	72	72	62	NA	NA	5
Limited English Proficient Students	12	12	9013	100	100	95	460	460	461	50	50	40	25	25	48	25	25	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	34	34	33345	100	100	96	507	507	499	12	12	17	35	35	36	53	53	46	NA	NA	1
Non-Economically Disadvantaged	26	26	45834	96	96	99	526	526	533	15	15	7	8	8	19	77	77	67	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	79734	100	100	99	549	549	554	2	2	3	30	30	19	69	69	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	31	39243	100	100	99	568	568	568	NA	NA	2	16	16	12	84	84	85	NA	NA	1
Male	30	30	40413	100	100	98	529	529	541	3	3	4	43	43	26	53	53	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	31	31	31254	97	97	99	549	549	539	3	3	5	26	26	25	71	71	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	30	30	37668	100	100	99	548	548	569	NA	NA	1	33	33	13	67	67	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	54	54	70791	100	100	100	557	557	561	2	2	2	20	20	15	78	78	83	NA	NA	0
Limited English Proficient Students	12	12	9138	100	100	97	498	498	492	8	8	13	58	58	46	33	33	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	34	34	33718	100	100	97	538	538	538	3	3	5	35	35	26	62	62	69	NA	NA	0
Non-Economically Disadvantaged	27	27	46016	100	100	100	562	562	567	NA	NA	2	22	22	14	78	78	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	60	NA	54	100	53	53	50	98	68	68	54
	Language	100	57	57	58	100	53	53	52	98	68	68	58
	Mathematics	100	61	61	62	100	49	49	50	98	58	58	54
8	Reading	100	53	NA	55	100	58	58	51	100	54	54	58
	Language	100	52	52	52	100	57	57	50	100	52	52	56
	Mathematics	100	54	54	61	100	58	58	53	100	43	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Extracurricular Activities
1 Non-certified Employee(s)	Ü School Safety
2 Teacher(s)	Ü Parent/School Relations
2 Parent(s)	Ü School Site Improvement
1 Community Member(s)	
1 Student(s)	

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	1.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	3	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	0	0	0
10 or more years	4	1	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site	
Special Facilities	
Ü Computer Lab	Ü Read 180 lab
Ü Library	Ü Gymnasium/Cafeteria
Extracurricular Activities	
Ü Student Council	Ü Track
Ü Football	Ü Wrestling
Ü Basketball	Ü Knowledge Bowl
Ü Volleyball	Ü Choir/Band
Social Services	
Ü Breakfast Program	Ü Counseling Services
Ü Lunch Program	
Ü Multi-agency Program	
Ü Health Services	



Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We were successfully able to implement our School Improvement plan. Our tutoring program was very successful.
- ü Our during the day study hall greatly reduced the number of students who were failing courses due to incomplete work.
- ü We met AYP and we also went from an Performing to a Performing Plus school!
- ü We received a grant to implement an advanced placement program during the 2006-2007 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	1	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

There will be a review of safety policies and procedures during the 2005-2006 school year. A new office referral form and matrix system were put into place last school year. We will continue to work closely with our school resource officer, Officer Echave, to ensure the safety of our students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Terri Romo	(520) 432-5391
Transportation Policy	Steve Kemery	(520) 432-6112
Community Resources	Terri Romo	(520) 432-5391
School Nutrition Programs	Susan Leinedecker	(520) 432-6110
Parent Organization	Terri Romo	(520) 432-5391
Student Health/Nurse	Tambra Vertrees	(520) 432-5391

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.